

Proposed Strategies for Teaching and Learning English Academic Writing at Higher Education Institutions

Khairunnisa Azmar

General Studies Department, Universiti Kuala Lumpur, Malaysia

DOI: <https://doi.org/10.47772/IJRISS.2026.100500440>

Received: 02 May 2026; Accepted: 07 May 2026; Published: 03 June 2026

ABSTRACT

One of the important and required skills for students at the tertiary level is their ability to write academically. Proficiency in academic writing is deemed important as it is the main medium of communication in the academia. As such, students are expected to have certain skills and knowledge, particularly the academic literacies where they should possess certain levels of writing proficiency, knowledge in their field of studies, and the skills needed in writing. Nevertheless, the teaching of academic writing has been acknowledged as one of the most daunting aspects for many ESL lecturers and students in the tertiary field.

Literature has cited that students encounter different kinds of writing issues, such as unable to generate ideas, construct grammatically wrong sentences, unable to maintain cohesion and coherence, and many other linguistic issues. Similarly, lecturers also are found to have several constraints in their teaching, such as lack of academic resources, students' differing proficiency levels, lack of teaching time, burdens of marking, and lack of management support. Due to this, teaching academic writing has been regarded as challenging for both ESL lecturers and students and consequently students have yet to improve on their writing skills though they have learned and acquired the skills in writing since young. Therefore, this paper proposes a strategy framework for teaching and learning English academic writing at higher education institutions that can be applied by ESL lecturers with the intention to alleviate some of the issues concerning the teaching of academic writing.

Keywords: Academic writing, content knowledge (CK), pedagogical content knowledge (PCK), technological pedagogical content knowledge (TPACK), Malaysia

INTRODUCTION

Academic writing plays an essential role in tertiary education for the academics, scholars, researchers, and both undergraduate and postgraduate students. It represents a formal mode of written communication that students are required to acquire and master to meet the academic demands in higher education. Characterized by its formal and scholarly conventions, academic writing requires adherence to established academic disciplinary norms and standards. To prepare students with such skills, academic writing course is introduced at almost all tertiary level of education, starting with the undergraduate studies. The academic writing course is designed to provide students with essential foundational knowledge and skills necessary for writing. These skills include organizing and structuring written work, applying appropriate referencing styles, and employing suitable academic language and writing conventions (Cheong et al., 2023; Mendoza et al., 2022; Schillings et al., 2023). On top of that, Teng and Wang (2023) stated that students are required to utilize their critical and analytical thinking when presenting their claims and arguments, using proper citation practices to avoid academic plagiarism, and utilization of effective research skills. At tertiary level, students are mostly being assessed by their proficiency in writing skills and as such, possessing such skills is very essential for students. Given the central role of academic writing as the primary mode of communication in the academia, students must actively develop and equip themselves with these essential competencies of academic writing.

Given its complexity and its importance for higher education, students seem to have several issues in their academic writing especially those ESL (i.e., English as a second language) and EFL (i.e., English as foreign language) students where English is not their first or mother language. Although they have been introduced to

the language since young, especially those in Malaysia, they still could not grasp the importance of having good proficiency and the ability to write academically. Azmar and Razali (2025) has mentioned that academic writing is a formal type of writing where writers must use formal writing style, academic vocabulary, correct use of English grammar, punctuations and use of referencing style. It shows that, to write academically, writers need to possess the knowledge and skills and with such multifaceted skills, it has made academic writing challenging skills among the students.

In a study by Taye and Mengesha (2024) in a university in Ethiopia, students encountered several challenges in their writing, such as have lack of vocabulary, incorrect use of English grammar, lack of ideas organization, spelling errors, inability to maintain cohesion and coherence, and punctuation errors. These findings are similar with a study by Nguyen et al., (2024) where they highlighted that students are confronted with mechanical issues in writing where they produced grammatical errors, selecting and using inappropriate vocabulary, direct translation from L1 into L2 writing, unable to write contextually coherent writing, and failure to adhere to correct referencing style. Due to lack of competencies in academic writing, students are found to commit academic plagiarism in their work. Moreover, academic writing also requires the students to utilize their cognitive ability in processing the information that they have read to be used in their writing. As such, it demands the students to use their mental processing by grasping the idea taken from reading and connecting them in their writing (Choemue & Bram, 2021; Kaisiri & Fazilatfar, 2016).

Nevertheless, the teaching of academic writing has also been challenging for many ESL/EFL lecturers. ESL lecturers also encountered several hurdles in their teaching, let alone to help students improve their writing. In a study at four different universities in Malaysia, ESL lecturers are found to deal with many constraints in their teaching, such as marking students' written assignment, short hours of teaching in the classroom, students' lack of motivation in writing, and even less institutional support (Azmar & Razali, 2025). These constraints have made it challenging for most of the ESL lecturers to teach the high-level of writing skills. In relation to that, Jinhee et al., (2024) even noted that educators who are teaching academic writing usually have insufficient time to consult students and provide feedback to their students in terms of their writing progress which in turn preventing students from receiving sufficient feedback on their writing for further improvement (Aldabbus & Almansouri, 2022; Gupta et al., 2022).

In a much previous study by Joshi (2017), inexperience and incompetencies among ESL lecturers is also another factor that has made the teaching of academic writing more difficult. This inexperienced ESL lecturers who has lack of knowledge in academic writing and has lack publication experience in journals or has never been participating in academic conferences are not able to inculcate the culture of academic writing among their students. Therefore, students do not seem to see the value and importance of having good proficiency in academic writing.

Considering this, a critical question arises regarding how ESL/EFL lecturers can effectively support their students in enhancing their academic writing skills. Although a substantial body of literature addresses the issues concerning problems in teaching and learning academic writing (see Abdulkarem, 2013; Adi Badiozaman, 2017; Akhtar et al., 2019; Akhtar & Saidalvi, 2020; Alabere, 2019; Almawarni, 2020; Azmar & Razali, 2025, 2026; Budjalemba & Listyani, 2020; Che Mat, 2020; Jee & Aziz, 2021; Khadawardi, 2021; Schillings et al., 2023) only a limited number of studies propose practical interventions that can be implemented by ESL lecturers in teaching academic writing. Therefore, this paper aims to propose a framework for teaching academic writing in which suggestions and strategies were taken based on a doctoral study's findings that investigates the teaching and learning of English academic writing at public and private universities in Malaysia. The proposed strategies would be applicable to key stakeholders, namely ESL lecturers, students, and educational institutions in higher education institutions. It is hope that this framework could benefit ESL/EFL lecturers in teaching English academic writing while helping students to improve their skills in writing.

Proposed Framework

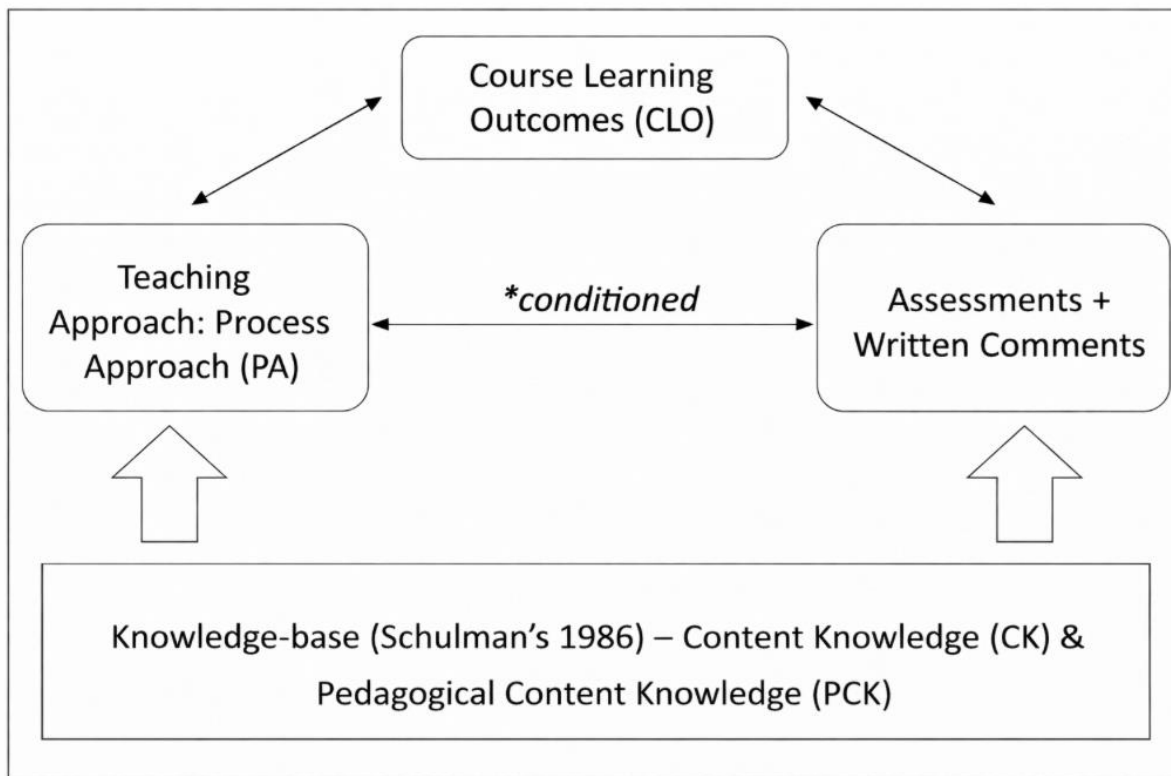


Diagram 1: Framework for Teaching and Learning English Academic Writing

Based on the above proposed framework for teaching and learning academic writing, there are four main components involved which are the knowledge-base by Schulman (1986), process approach (PA), written assessments with written comments, and Course Learning Outcomes (CLO).

Generally, English for Academic Purposes (EAP) courses are designed to prepare students at the tertiary level to possess the necessary knowledge and skills of academic writing. Proficiency in EAP is essential for both undergraduate and postgraduate students as it tests their writing proficiency. EAP knowledge includes writing skills (i.e., summarizing, paraphrasing, etc.), grammar (i.e., vocabulary, verb tenses, sentence construction, etc.), reading skills (i.e., extracting, and synthesizing information, etc.), mechanics of writing (i.e., spelling, punctuations) and referencing skills (i.e., citations and references). As such, the paper proposes a few strategies to be implemented by ESL/EFL lecturers in teaching academic writing.

Component 1: Content-Knowledge (CK) and Pedagogical Content-Knowledge (PCK)

Drawing on Schulman's (1986) knowledge-based component, ESL lecturers need to possess two types of knowledge to effectively teach academic writing, which are the Content-Knowledge (CK) and Pedagogical Content-Knowledge (PCK). Without both knowledge, the quality of the lessons could be compromised. Having a strong understanding of the subject matter (i.e., which refers to CK) and use of suitable teaching methods (i.e., refers to PCK), ESL lecturers can plan their English academic writing lessons more effectively. To ensure that ESL lecturers have the necessary CK and PCK, several strategies can be employed.

Firstly, it is important to revisit the syllabus and curriculum of the English language program that these lecturers studied during their undergraduate and postgraduate studies. The curriculum for ESL lecturers, especially those who took English language major, like Teaching English as a Second Language (TESL) program, should focus more on the theories of CK and PCK, as well as how to apply this two knowledge in the classroom. This can be accomplished through several teaching methodology courses or pedagogy-based, such as teaching writing skills, teaching reading skills, and classroom management which aim to equip pre-service teachers with necessary pedagogical knowledge before they begin their actual teaching careers. Additionally,

microteaching practices in these courses can help students refine their teaching skills through the constructive feedback given by their ESL lecturers. By incorporating a stronger emphasis on CK and PCK theories into the curriculum, ESL lecturers are better prepared and educated theoretically and practically during their studies, ensuring they are ready to effectively apply this knowledge in their teaching.

The second strategy that ESL lecturers can adopt is to continuously update, learn, and improve their knowledge over time. ESL lecturers need to be well-versed especially on the CK of English academic writing, and they must stay current with the latest advancements in this area. For example, they should be knowledgeable about referencing skills, which is an essential element in academic writing. Specifically, ESL lecturers should be familiar with the latest version of the APA style of referencing, the 7th edition. To further enhance their CK, ESL lecturers should take a proactive approach and constantly update their skill, by engaging in more academic writing practices like writing academic manuscripts or articles to polish their writing and referencing skills. Besides that, higher education institutions also should play their role in providing related seminars/trainings on academic writing, encouraging their academicians to publish in academic journals, and presenting at academic conferences. This is important as these skills will eventually help ESL lecturers not only in their lessons but also for their research writing and publications.

Thirdly, ESL lecturers can also learn from their colleagues and senior lecturers who have more experience in teaching academic writing. In addition to engaging in reflective teaching with them, ESL lecturers can participate, and educational institutions can make compulsory some sort of mentorship through the ongoing mentor-mentee sessions, particularly with senior lecturers who have years of experience. One effective way to learn from these senior lecturers is by observing their teaching techniques in the classroom. This will provide young and inexperienced ESL lecturers with an opportunity to learn and gain insights in the real-life context on how these mentors (senior lecturers) apply their CK and PCK in their lessons.

Additionally, they can also exchange teaching materials, allowing these young ESL lecturers to understand how to prepare their own teaching materials effectively from real-life examples. Other than that, this mentorship can go both ways in which the young ESL lecturers can share and teach their more senior lecturers how to use technological tools in their teaching, such as using game-based applications like Kahoot, MentiMeter and Padlet. With the advancement of technology in the education field and in dealing with Gen Z, it is quite imperative for senior lecturers to be equipped with technological knowledge to aid their teaching.

The fourth strategy involves the initiatives that higher education institutions can partake to prepare ESL lecturers with CK and PCK. The management should recognize the importance of academic writing courses in tertiary education, particularly for undergraduate studies. The importance of English courses should not be underestimated in terms of their significance and should not be regarded as supplementary courses to the core courses. One initiative that higher education institutions can undertake is to regularly offer seminars/webinars/trainings on CK and PCK related to academic writing in every academic semester. This will not only benefit the specific ESL lecturers who are teaching academic writing courses, but also to all academicians as academic writing is the main medium of communication in the academia. By regularly having seminars/webinars/trainings in every academic semester, it helps to ensure ESL lecturers stay up to date with their CK and PCK.

The fifth strategy that can be done by higher education institutions is to invite experts in ESL and pedagogy, either locally or internationally, to deliver professional talks continuously and consistently on these two areas of knowledge. By providing professional talks given by experts in the field, ESL lecturers can greatly benefit and gain new perspectives in their teaching.

Component 2: Process Approach (PA)

The second component in the framework is the Process Approach (PA) in teaching English academic writing. This is due to several benefits offered by the process approach in teaching writing skills. As mentioned by Flowers and Hayes (1981) in their Cognitive Process Theory (1981), writing is a recursive process, and through process approach students learn about the various facets of writing processes, starting with producing drafts,

editing, revising and finally their final writing. As such, there are a few strategies that can be carried out by ESL lecturers to use process approach in their teaching.

Firstly, to use the process approach in the teaching, ESL lecturers can integrate writing skills with reading skills. Since writing is a recursive process that involves process of revisiting, and refining ideas, it is prevalent for them to have sufficient ideas to help them continue the process of writing. In this sense, students need to be equipped with necessary reading skills that will help them to supplement ideas for writing. As such, students need to be equipped with reading skills which are skimming and scanning. By having and integrating such skills together with writing, it will help students to develop skills in extracting and synthesizing information.

Secondly, the curriculum and syllabi at private universities need to undergo some changes to incorporate reading skills. These two language skills (i.e., writing and reading) should not be treated as separate entities but treated as one. The more the writer involved in reading activity, the more benefits they received where reading helps the writer to expand and widen their vocabulary, exposure to different sentence structures and correct writing styles. On another note, subconscious reading activity will help writers to absorb knowledge on grammar, syntax, punctuations, and linguistics that are useful in academic writing. As mentioned by Sukesı et al. (2019), the more academic writer engaged in academic reading, the greater the level of their academic writing skill will be. On top of that, reading skills also help writers to develop their critical thinking skills which are associated with the cognitive abilities which are much needed in academic writing. This is due to the recursive process of writing that requires cognitive abilities from the writer in thinking and planning processes. With knowledge of reading skills, it will help writers to support their claims and arguments in their writing. As such, ESL lecturers are encouraged to teach academic writing using the process approach by combining it with reading skills.

Component 3: Collaborative Approach

In terms of assessing the students' academic writing, the framework proposes that ESL lecturers use a collaborative writing approach, in which written assessments are completed collaboratively among students. Writing assessments can be done in pairs or in groups, aiming to alleviate the burden on ESL lecturers when evaluating and grading a huge number of students in a writing class. When implementing the collaborative writing approach, it is important to consider the varying levels of English proficiency among students. This approach is in line with Vygotsky's Sociocultural Theory of Language Learning (1978), which emphasizes the role of More Knowledgeable Others (MKO) in assisting students in their Zone of Proximal Development (ZPD). ZPD is known as the space where learners can do or learn independently by themselves or what they can do with the help and guidance by others. This is where MKO assists the other students who have the potential to improve their writing skills. With the correct guidance from ESL lecturers, students can flourish and improve their writing in their zone of proximal development (ZPD).

There are a few concerns to consider when implementing collaborative writing among student writers. Firstly, it is crucial for ESL lecturers to be aware of their students' proficiency levels. By knowing the students' proficiency, ESL lecturers can pair or group the students with different proficiency levels. Students with good proficiency can help other students in their writing, where they learn from more knowledgeable others (MKO) in their zone of proximal development (ZPD). In this stage they can collaboratively brainstorm ideas and plan their writing before engaging in real process of writing. In such way, the more knowledgeable others (MKO) can help scaffold students who have lower proficiency levels.

To ensure successful implementation on the role of MKO and its relation in the ZPD, ESL lecturers are required to provide constructive written comments and suggestions for students to improve their writing skills. By providing written comments, students can learn from their mistakes and learn to improve in their Zone of Proximal Development (ZPD). Collaborative learning is a branch of philosophy which indicate an individual's responsibilities including learning, respecting others' abilities and contributions of peers (Laal & Ghodsi, 2012). Moreover, according to Raj (2025), collaborative learning among learners will prepare them to survive in complex learning situations where it transforms passive individual learning into an interactive session and experience where it keeps students engaged for a long time and motivate them to learn and interact with one another. Therefore, this approach creates a lively learning environment in the classroom with lots of discussions and interactions between ESL lecturers and the students as they complete their writing tasks.

Thirdly, by incorporating a collaborative writing approach, it can alleviate the burden of evaluating grading written assignments (Azmar & Razali, 2025). This approach allows for written assignments to be completed in pairs or groups with an appropriate number of students (especially for group work). Azmar and Razali (2025) stated in their study that one of the constraints faced by ESL lecturers in teaching academic writing is the marking and grading of written assignments. In their study among ESL lecturers at public and private universities in Malaysia, it was found that majority of the ESL lecturers voiced out their exhaustion in marking written assignments due to huge number of students in a classroom. By implementing collaborative writing approach in teaching, it will help to alleviate this concern among ESL lecturers while at the same time allows ESL lecturers to have sufficient time to provide comments on each written task where they can focus on language accuracy, content, and message that is conveyed in the students' writing. By providing constructive feedback to students' writing, students can look for their mistakes in writing and learn to improve in their future writings.

Component 4: Course Learning Outcomes (CLO)

A course learning outcome (CLO) is written statements of what students/learners should achieve or complete at the end of the lesson (Mahajan & Singh, 2017). These learning outcomes are measurement of learning that are generally presented to students in every course. This is to ensure that students are clear of what is expected of them at the end of the academic semester. The learning outcomes are generally specific and measurable as it will measure the outcomes of the students' learning. Therefore, there are five measurable concepts in learning outcomes which are remember, understand, apply, analyze and create which are designed based on Bloom's Taxonomy (Mahajan & Singh, 2017). As such, it is necessary for ESL lecturers to conduct their classroom teaching and assessments aligned with the CLO of academic writing. By having clear CLO in academic writing course, it will not only guide the ESL lecturers in planning their teaching, but also the students as they can come to class well prepared. Moreover, learning outcomes that are measurable will help ESL lecturers plan the assessments that can directly achieve the CLO.

CONCLUSION

Academic writing holds great importance in the context of tertiary education for academics, scholars, researchers, and students (both undergraduate and postgraduate). It is a formal style of writing that an individual must possess and master to meet the demands of learning at a tertiary level. Academic writing is characterized by its formal and scholarly nature, requiring writers to adhere to specific conventions. Due to the various aspects of academic writing, such as use of formal English, tone and style, correct use of grammar, academic vocabulary, and proper referencing, many student writers at tertiary level view it as challenging. Even ESL lecturers share similar conceptions, considering academic writing a demanding skill to teach. Considering this, it is hope that the proposed framework can shed lights to educators, especially ESL lecturers who are teaching academic writing by focusing on the teaching approach used to teach writing skills where it helps students to the steps and procedures in producing a writing. By adapting the proposed framework into the teaching and learning of academic writing, ES/EFL lecturers can monitor and assess the students' writing progress and ultimately achieving the Course Learning Outcomes (CLO) of their specific course.

REFERENCES

1. Azmar, K., Razali, A. B., & Ahmad, N. K. (2026). Problems in Learning English Academic Writing among ESL Undergraduate Students at Public and Private Universities in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 16(2), 592–608. <https://hrmars.com/IJARBSS/article/view/27350/Problems-in-Learning-English-Academic-Writing-among-ESL-Undergraduate-Students-at-Public-and-Private-Universities-in-Malaysia>
2. Azmar, K., & Razali, A. B. (2025). Approaches to Teaching ESL Academic Writing: A Multiple Case Study. *Malaysian Journal of Learning and Instruction*, 22(2), 101–118. <https://doi.org/10.32890/mjli2025.22.2.5>
3. Abdulkareem, M. N. (2013). Investigating Study of Academic Writing Problems faced by Arab Postgraduate Students at Universiti Teknologi Malaysia (UTM). *Theory and Practice in Language Studies*, 3(9), 1552–1557.

4. Adi Badiozaman, I. F. (2017). 'I'M GETTING THERE': An Investigation of Academic Writing Developments of Undergraduate Students in a Foreign Branch Campus in Malaysia. *Issues in Language Studies*, 6(1), 40–60.
5. Akhtar, R., Hassan, H., Saidalvi, A., & Hussain, S. (2019). A Systematic Review of the Challenges and Solutions of ESL Students' Academic Writing. *International Journal of Engineering and Advanced Technology (IJEAT)*, 8(5), 1169–1171.
6. Akhtar, R., Hassan, H., & Saidalvi, A. (2020). The Effects of ESL Students' Attitude on Academic Writing Apprehensions and Academic Writing Challenges. *International Journal of Psychosocial Rehabilitation*, 24(5), 5404–5412.
7. Alabere, R. A., & Shapii, A. (2019). The Effects of Process-Genre Approach on Academic Writing. *Journal of English Education Society*, 4(2), 89–98.
8. Aldabbus, S., & Almansouri, E. (2022). Academic Writing Difficulties Encountered by University EFL Learners. *British Journal of English Linguistics*, 10(3), 1–11. <https://doi.org/10.37745/bjel.2013/vol10n3111>
9. AlMawarni, M. (2020). Academic Writing: Challenges and Potential Solutions. *Arab World English Journal (AWEJ) Special Issue on CALL* (6), 114–121.
10. Budjalemba, A. S., & Listyani. (2020). Factors Contributing to Students' Difficulties in Academic Writing Class: Students' Perceptions. *UC Journal: ELT, Linguistics and Literature Journal*, 1(2), 135–149.
11. Che Mat, N. H. (2020). Understanding Academic Writing Practices in Malaysian University Classrooms. (Doctoral Dissertation). University of East Anglia, Norwich, UK.
12. Cheong, C. M., Luo, N., Zhu, X., Lu, Q., & Wei, W. (2023). Self-assessment complements peer assessment for undergraduate students in an academic writing task. *Assessment and Evaluation in Higher Education*, 48(1), 135–148. <https://doi.org/10.1080/02602938.2022.2069225>
13. Choemue, S., & Bram, B. (2021). Discourse Markers in Academic EFL, Non-Academic Writings of Thai Learners. *Studies in English Language and Education*, 8(3), 1209–1226. <https://doi.org/10.24815/siele.v8i3.20122>
14. Flower, L., & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College Composition and Communication*, 32(4), 365–387.
15. Gupta, S., Jaiswal, A., Paramasivam, A., & Kotecha, J. (2022). Academic Writing Challenges and Supports: Perspectives of International Doctoral Students and Their Supervisors. *Frontier Education*, 7, <https://doi.org/10.3389/feduc.2022.891534>
16. Jee, S., & Aziz, A. (2021). The Application of the Process-Based Writing Approach in Composing an Argumentative Essay: A Case Study of a Suburban Secondary School of Mukah District in Sarawak. *Creative Education*, 12(4), 880–896.
17. Jinhee, K., Seongryeong, Y., Dterick, R., & Na, L. (2024). Exploring Students' Perspectives on Generative AI-Assisted Academic Writing. *Education and Information Technologies*, 30, 1265–1300. <https://www.researchgate.net/publication/382728796> Exploring students' perspectives on Generative AI-assisted academic writing
18. Joshi, B. (2017). Academic Writing Practices among Master's Degree Students in the Nepalese Universities. *Scholar's Journal*, 3, 122–136.
19. Kaisiri, F., & Fazilatfar, A. (2016). L2, The Impact of Task Complexity on Cognitive Processes of Writers and Writing Quality: The Case of Writing Expertise, L1 Retrieval and Lexical. *Procedia-Social and Behavioral Sciences*, 232, 561–568. <https://doi.org/10.1016/j.sbspro.2016.10.077>
20. Khadawardi, H. A. (2022). Saudi Learners' Perceptions of Academic Writing Challenges and General Attitude towards Writing in English. *Journal of Language Teaching and Research*, 13(3), 645–658.
21. Kim, J. Yu, S., Detrick, R., & Li, N. (2025). Exploring Students' Perspectives on Generative AI-assisted Academic Writing. *Education and Information Technologies*, 30, 1265–1300. <https://doi.org/10.1007/s10639-024-12878-7>
22. Laal, M., & Ghodsi, S. M. (2012). Benefits of Collaborative Learning. *Procedia-Social and Behavioral Sciences*, 31, 486–490.
23. Mahajan, M., & Singh, M. K. S. (2017). Importance and Benefits of Learning Outcomes. *Journal of Humanities and Social Science (IOSR-JHSS)*, 22(3), 65–67. <https://www.researchgate.net/publication/315637432> Importance and Benefits of Learning Outcomes

24. Mendoza, L., Lehtonen, T., Lindblom-Ylänne, S., & Hyytinen, H. (2022). I am exploring first-year university students' learning journals: Conceptions of second language self-concept and self-efficacy for academic writing. *System*, 106(102759), 102759.
25. Nenotek, S. A., Tlonaen, Z. A., & Manubulu, H. A. (2022). Exploring University Students' Difficulties in Writing English Academic Essay. *Al-Ishlah: Jurnal Pendidikan*, 14(1), <http://journal.staihubbulwathan.id/index.php/alishlah/article/view/1352/742>
26. Nguyen, T. N. C., Trinh, T. T., & Nguyen, N. A. (2024). Exploring Factors Influencing Students' Challenges in Academic Writing: A Qualitative Analysis Based on Students' Perspectives. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(3), 32-37.
27. Raj, S. (2025). The Benefits of Collaborative Learning: A Journey to Holistic Education. 21KSchool. <https://www.21kschool.com/my/blog/benefits-of-collaborative-learning/>
28. Schillings, M., Roebertsen, H., Savelberg, H., & Dolmans, D. (2023). A review of educational dialogue strategies to improve academic writing skills. *Active Learning in Higher Education*, 24(2), 95–108.
29. Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15(2), 4–14.
30. Sukesu, E., Emzir, & Akhadiyah, S. (2019). Reading Habits, Grammatical Knowledge, Creative Thinking and Attainment in Academic Writing: Evidence from Bengkulu University, Indonesia. *Journal of Social Studies Education Research*, 10(3), 176–192.
31. Taye, T., & Mengesha, M. (2024). Identifying and analyzing common English writing challenges among regular undergraduate students. *Heliyon*, 10 (17),113. <https://www.sciencedirect.com/science/article/pii/S2405844024129076>
32. Teng, M. F., & Wang, C. (2023). Assessing academic writing self-efficacy belief and writing performance in a foreign language context. *Foreign Language Annals*, 56(1), 144–169. <https://doi.org/10.1111/flan.12638>